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IDENTIFIERS *Nicolet Area Technical College WI

ABSTRACT

The rapid growth since the 1980s of the use of total quality workforce methods in U.S. companies has contributed to the movement for integrating academic and vocational/technical education. This integration seeks to improve the intellectual capabilities of students through applied and contextual learning and thus make them more capable of adapting to changing conditions in the workplace. In response to these issues and as part of an effort to document institutional outcomes, Wisconsin's Nicolet College formed a task force to explore the role of general education within the context of the college's vocational and technical programs. Core abilities associated with curricula were identified and outcomes matrices were developed describing where, within curricula, core abilities were taught and assessed. Using the matrices, core abilities were compared to the academic outcomes established for programs by faculty, with outcomes having a direct relationship to the core abilities given a point value of 5, those with a secondary relationship a value of 3, and those with no direct relationship a value of 0. This process allowed faculty to evaluate how effectively general education outcomes were met and indicated a curricular pattern for those outcomes not assessed. Sample matrices for the administrative assistant, barbering/cosmetology, business management, culinary arts, emergency medical services, food service, marine and outdoor power products, marketing, nursing, police science, and office assistant programs are attached. (HAA)

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ED 405 919

Curriculum Advancement for Work Force Colleges
The Nicolet College Process

Dr. Howard G. Sam Bass

November 1996

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Office of Educational Research and Improvement
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Materials used in a presentation to the International Community College Workforce Development Conference of the National Initiative for Leadership and Institutional Effectiveness (Charlotte, NC, November 3-5, 1996)

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TITLE **Curriculum Advancement For Work Force Colleges**

Theme Nicolet Area Technical College will share experience gained in documenting and developing curriculum for America's dynamic work force. Nicolet's curriculum development process is a product of a seven year effort aimed initially at the assessment of student academic achievement. What has developed over time is a way of producing curriculum easily adapted to change. Program, course, unit, and lesson level outcomes matrices demonstrate a clear and concise alignment and integration of the college's work force development curriculum. Environmental scanning provides the essential platform from which the curriculum is directed. Scanning strategies and the essential linkage to the curriculum provides quality, balance, and integrity to a dynamic and adaptable curriculum. This process has been used with considerable success when reviewed by various licensing and accrediting bodies associated with assessment and effectiveness in higher education.

Content First, an overview of the environmental scanning process used in determining the direction and focus of the various programs and courses at the college will be described. Second, information discovered in the environmental scanning is used in a continuous improvement feedback loop to develop and improve the curriculum. Third, research information is used to validate program and course outcomes. Fourth, curriculum adjustments are made with consideration given to all learning components, including academic or general education. Finally, program, instruction, and course evaluation are used to continuously improve the curriculum

Objectives 1.) Demonstrate strategies used in determining curriculum direction, program and course content.
2.) Adapt curricular outcomes to research findings.
3.) Identify general education outcomes included in program competencies.
4.) Develop a graphic representation of the curriculum that identifies where in the curriculum the institutional, program, and course outcomes are met and assessed.
5.) Ensure quality through evaluation. What to do with what we find in the assessment of the effectiveness of the institution, our programs, and courses as we educate and train our nations work force.

Methodology Computer presentation graphics, overhead transparencies, hand-outs and flip-charts will be used in an interactive, hands-on, lecture/discussion format.

Audience Faculty, instructional administrators, curriculum developers, industry and business managers are invited to join in this workshop.

SUMMARY The Nicolet Area Technical College process for developing the work force curriculum and the need for a curriculum with enhanced quality, balance, and integrity will be the focus of this activity. This hands-on workshop will connect environmental scanning and research to curriculum advancement. Skills in documenting and developing the curriculum to meet the demands of a rapidly changing work place will be demonstrated.

The Changing Role of Vocational/Technical Education

The Henry Ford - Frederick Taylor model of industrial production that relied on subdividing labor and mechanizing production served American industry well from the late 19th century until the sixth decade of the 20th century.

> "During the 1960's a shift in American manufacturing occurred when global competition created the need for a less costly work force. The need for workers who could perform their duties, using explicitly defined specific skills working in endless repetition was being reduced. As the semi-skilled manufacturing jobs in the United States moved to sources of cheaper labor outside the country, technical and service jobs increased. The Japanese economy demonstrated that the use of highly skilled labor, an emphasis on quality and customer satisfaction, and a new organization of work were major factors in international competitiveness. The model popularized by W. Edwards Deming referred to as the "total quality work place" began to replace the Ford/Taylor model. Instead of holding workers to simple, explicitly defined tasks, it requires the need for each worker to perform a broad spectrum of more complex tasks, and be prepared to exchange jobs with other workers. Instead of relegating workers to mindless manual work and leaving the thinking to management, it requires workers to use their minds and a full range of intellectual skills to diagnose and solve problems, assess the quality of products, and improve production and services" (National Assessment of vocational Education, Interim Report to Congress, 1994)".

During the 1980's researchers producing the National Assessment of Vocational Education determined that the use of "total quality work force" methods was very small representing only 5% of companies with more than 50 employees. A 1992 report revealed that 37% of these companies were using the Deming model or high-performance "total quality" work force methods. This change in the American workplace, which seems to be gaining momentum, has contributed to the movement for the integration of academic and vocational/technical education. Integration seeks to develop and improve the intellectual

capabilities of students by the use of applied learning, consistent with the need to think clearly at work, to master a variety of complex tasks, to rotate jobs, and to perform quality control. Integration changes the focus of education from specific vocational/technical skills to broader and more generally applicable intellectual, academic and occupational skills consistent with the breadth, flexibility and qualities of mind needed in the high-performance workplace (National Assessment of Vocational Education: Interim Report to Congress, 1994).

Contextualized Learning and Curriculum Integration

Loren Resnik (1987) at the University of Pittsburgh contends that students' learning is enhanced when general education outcomes are taught and assessed in the context of the vocational/technical curriculum.

> "Proponents of integrating academic and vocational/technical education have adopted contextualized education as one of the theoretical bases of the movement. Adelman (1990) observes that vocational education courses could provide an ideal context for learning academic concepts in work relevant situations. The Perkins act requires that Title II, Part C funds, which provide the bulk of assistance monies to local school districts and higher education institutions be used to "provide vocational education in programs that...integrate academic and vocational education...through coherent sequences of courses so that students achieve both academic and occupational competencies" (The National Assessment of Vocational Education: Interim Report to Congress, 1994).

Karweit (1993) describes contextual learning and expresses the core of the idea as being "dependent upon and embedded in the contexts and activity in which it takes place." In comparing learning in and outside the school, Resnik (1987) the leading theorist of contextualized education as well as other advocates, cite examples of people who can perform fairly complex mathematical calculations to solve real-life problems but have difficulty with similar problems in the abstract classroom. Karweit (1993) has found that functional context education methods reduce time requirements, reduce attrition rates, and improve students' overall performance. The case for integrated, contextual education and the requirement by

professional, state, regional, and national agencies for us to pursue high skill, technical, curricula provides us with compelling reasons to pursue a contextually integrated and aligned education process.

The Nicolet College Response

Nicolet College faculty, administration, and staff realized early on that informing the stake holders of the College of our assessment plan for student academic achievement, documenting and delivering the institutional outcomes (general education) and expressing each of these imperatives in terms that were understandable by these stake holders was extremely important with regard to institutional accountability.

Building upon the work of Resnick (1987), the task force on assessment began to explore the role of general education within the context of the various vocational and technical programs offered by the College. At the same time the Self Study Committee began to identify the "core abilities" associated with the College curricula. An institutional in-service program, with all faculty participating, was devoted exclusively to the identification of these "core abilities." Core abilities were defined as being those outcomes that every student in a program of substantial length would be taught and assessed for, before leaving the institution's curriculum. These "core abilities" or "institutional outcomes" were closely correlated to the "general education" outcomes identified by The North Central association of Colleges and Schools.

Designing the outcomes matrices: (The attached documents illustrate the matrix described herein) The next step was to identify those core abilities which are taught and assessed within the context of the colleges programs and courses. The assessment task force designed a course matrix and program matrix which are used to identify where, within the curriculum, "core abilities" or the outcomes of general education were taught then formatively and summatively assessed. The faculty recognized that many learning assessments would not evaluate general education outcomes in and of themselves, but would do so as part of and in the context of the assessment of specific course or programmatic outcomes.

Program and course outcome validation: The task force collected and used a wide variety of resources for the identification of academic achievement, or the general education outcomes, within the context of courses. These resources were used to identify and/or validate what faculty had established as the academic outcomes within a course or program. Included in these resources were DACUM results, national skill standards products, various trade and professional resources and state education agency studies of technical and vocational education. These outcomes, as they were taught and

assessed within the curriculum, were then assigned point values in the following method: Program outcomes which had a primary, or direct, summative (Scriven, 1980) relationship to the core abilities were given a point value of 5; Program outcomes which had a secondary relationship, or formative relationship (Scriven, 1980; Cronbach, 1980), to core abilities were given a point value of 3; Program outcomes which had no direct relationship to core abilities were given a value of 0. This process allowed the faculty to evaluate how effectively general education outcomes were met in the context of the program curriculum as a **cognitive experience**.

A **curricular pattern** was identified for those outcomes of general education not assessed, or only partially assessed as cognitive experiences within the context of the diploma or degree program. These approaches clearly illustrate and document that general education is central to the mission and purpose of our institution, its programs and its courses. This activity also creates a very compelling platform from which the curricular pattern for the delivery of general education outcomes within a program may be identified.

High performance work places require that work force colleges include a strong general education component. The process described above clearly illustrates where and when within the curriculum this job keeping skill component is delivered and the extent to which it is assessed. Our intensive assessment process has had a positive collegial effect upon the entire college community and solidified the curriculum. The strengths and weaknesses of the programs and courses are now discussed in non-threatening collaborations between the program and general education faculty. The integrity, balance and quality of the degree programs and courses at Nicolet College have been greatly enhanced by this process. We feel certain that this effort will allow us to advance our curriculum, mission and purpose well into the next century.

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ADMINISTRATIVE ASSISTANT

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes / Core Abilities	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
Originate and process business-related written communication.	5	5	5	5	S3	P5	S3	S3
Demonstrate a leadership level of individual and collaborative oral communications in business settings.	5	5	5	5	P5	P5	S3	S3
Identify and solve complex office-related problems.	5	5	5	5	P5	P5	S3	0
Exhibit a commitment to quality and total customer satisfaction.	5	5	5	5	P5	P5	P5	S3
Demonstrate a high level of motivation, initiative, and ethics in business environments.	5	5	5	5	P5	P5	P5	S3
Demonstrate the ability to apply accepted office procedures in the international business environment.	3	3	3	3	P5	S3	S3	P5
Demonstrate advanced office skills; i.e., software applications, keyboarding, calculations, transcription, and accounting applications.	5	5	5	5	P5	P5	S3	S3
Use advanced technology to complete office-related activities.	5	5	5	5	P5	P5	S3	S3
Maintain business-related information using a variety of databases.	5	5	5	5	P5	P5	S3	S3
Demonstrate readiness to participate as informed citizens in an ever-changing society.	5	5	5	5	P5	P5	P5	P5
Demonstrate the ability to manage people, office procedures and facilities within a business environment.	5	5	5	5	P5	P5	P5	P5
Apply economic concepts to business decisions.	5	5	5	5	P5	P5	S3	P5
	58	58	58	58	58	58	44	41

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PROGRAM OUTCOMES MATRIX

Core Abilities / *Program Courses*	103-113 WP Beg Win	103-114 WP Int Win	105-105 Bus Math	106-110 Elect Calc	106-118 Key Skil Bldg	106-120 Info Proc Princ	801-195 Wrtn Com	809-199 Psyc Hum Rel	103-123 LOT Intro Win	103-124 LOT Inter Win	106-116 Key Appl	106-144 Elect Filing	106-145 Info Stor Mgm	801-170 Adv Eng ExAs	809-197 Cont Am Soc	103-108 Use Win	106-130 Form Appl	106-148 Info Proc Appl	106-150 Mach Tra n-scr	801-196 Oral Intrp Com	809-195 Econ	101-151 Acct Princ 1	101-152 Acct Princ 2	103-140 Pres Grap hics	106-152 Prof Dev
❶ Educational Program Competence	F/S	S				F																			
❷ Solid Foundation Skills																									
❸ Effective Communications	U	U				U	F								U					F					
❹ Critical Thinking Skills															F										
❺ Self-Directed Inquiry & Growth															F										
❻ Self Awareness & Esteem															F										
❼ Community Commitment															F										
❽ Global Awareness & Sensitivity								F	F/S	F					F										
Program Outcomes																									
▸ Originate and process business-related written communication.																									
▸ Demonstrate a leadership level of individual and collaborative oral communications in business settings.																									
▸ Identify and solve complex office-related problems.																									
▸ Demonstrate successful human relations skills in varied office environments.																									
▸ Demonstrate a high level of motivation, initiative, and ethics in business environments.																									

PROGRAM OUTCOMES MATRIX

Program Outcomes, continued	*Program Courses*																								
	103-113 WP Beg Win	103-114 WP Int Win	105-105 Bus Math	106-110 Elect Calc	106-118 Key Skl Bldg	106-120 Info Proc Princ	801-195 Wrtn Com	809-199 Psyc Hum Rel	103-123 LOT Intro Win	103-124 LOT Inter Win	106-116 Key Appl	106-144 Elect Filing	106-145 Info Stor Mgm	801-170 Adv Eng ExAs	809-197 Cont Am Soc	103-108 Use Win	106-130 Form Appl	106-148 Info Proc Appl	106-150 Mach Tra n-ecr	801-196 Oral Intrp Com	809-195 Econ	101-151 Acct Princ 1	101-152 Acct Princ 2	103-140 Pres Grap hics	106-152 Prof Dev
• Demonstrate the ability to apply accepted office procedures in the international business environment.																									
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• Maintain business-related information using a variety of databases.																									
• Demonstrate readiness to participate as informed citizens in an ever-changing society.																									
• Demonstrate the ability to manage people, office procedures and facilities with a business environment.																									
• Apply economic concepts to business decisions.																									

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Program Courses, Page 2

Core Abilities	156-170 Adm Offc Proc	156-175 Adm Offc Mgm	186-190 Intrnship																								
● Educational Program Competence																											
● Solid Foundation Skills																											
● Effective Communications																											
● Critical Thinking Skills																											
● Self-Directed Inquiry & Growth																											
● Self Awareness & Esteem																											
● Community Commitment																											
● Global Awareness & Sensitivity																											
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▸ Demonstrate successful human relations skills in varied office environments.																											
▸ Demonstrate a high level of motivation, initiative, and ethics in business environments.																											

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PROGRAM OUTCOMES MATRIX

Program Courses, Page 2

Program Outcomes, continued	106-170 Adm Offc Proc	106-175 Adm Offc Mgm	106-190 Intrn ship																						
▸ Demonstrate the ability to apply accepted office procedures in the international business environment.																									
▸ Demonstrate advanced office skills; i.e., software applications, keyboarding, calculations, transcription, and accounting applications.																									
▸ Use advanced technology to complete office-related activities.																									
▸ Maintain business-related information using a variety of databases.																									
▸ Demonstrate readiness to participate as informed citizens in an ever-changing society.																									
▸ Demonstrate the ability to manage people, office procedures and facilities with a business environment.																									
▸ Apply economic concepts to business decisions.																									

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BARBERING/COSMETOLOGY PRACTITIONER

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes / Core Abilities	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
Effectively apply barbering/cosmetology theory to various work-related situations.	5	5	5	5	5	5	5	5
Exhibit a commitment to quality work and total customer satisfaction.	5	5	5	5	5	5	5	5
Apply technical skills at industry standards for barbering/cosmetology services.	5	5	5	5	5	5	5	5
Demonstrate an understanding to the importance of awareness of self and a sensitivity toward others in a work environment.	5	3	5	5	5	5	5	5
Compose and process basic business-related correspondence.	3	5	5	5	5	5	5	5
Demonstrate the ability to listen carefully and speak effectively in a working environment.	5	5	5	5	5	5	5	5
Use multiple-marketing strategies to reach a variety of cultures.	5	3	5	5	5	5	5	5
Exhibit efficient time management skills.	5	5	5	5	3	5	5	3
Model professional standards of personal hygiene and grooming.	5	0	5	3	5	5	5	5
Demonstrate an ability to educate clients on products and personal beauty.	5	5	5	5	5	5	5	5
Use artistic techniques when providing barbering/cosmetology services.	5	3	5	5	5	5	5	5
Exhibit a commitment to continual professional development.	5	5	5	5	5	5	5	5
Analyze hair, skin, scalp, and nails to correctly identify the anatomy, physiology, disorders, and condition of each.	5	5	5	5	5	5	3	3
Apply basic math concepts to solve work-related problems.	5	5	0	5	5	5	3	5
Maintain safe and sanitary conditions and operations.	5	3	5	5	5	5	5	5
Use and maintain client and product computerized information systems and records.	5	5	5	5	5	5	5	5
Apply laws, rules, and professional ethics to work-related situations.	5	5	5	5	5	5	5	5
Identify and responsibly use chemicals in compliance with OSHA standards.	5	5	5	5	5	5	5	5
	83	77	85	88	88	90	86	86

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BARBERING/COSMETOLOGY PRACTITIONER

PROGRAM OUTCOMES MATRIX

	Program Courses													
Core Abilities	102-300 Intro Mcir Com	105-301 Appl Bus Math	502-301A Trich	502-301B Che Serv	502-301c Clien Srvs	502-302A Adv Trich	502-302B Adv Chm Srvs	502-302c Clint Srvs	502-302d Manicure Srvs	502-302F Facial Mk-up	502-302E Ind Nds	801-305 Appl Com	809-348 Psy Lvg	502-303 Ind Cln Skls
❶ Educational Program Competence	F	F	F	F	F	F/S	F/S	F/S	F	F	F/S	F	F	F/S
❷ Solid Foundation Skills	F	F	F	F	F	F	F	F	F	F	F	F	F	F
❸ Effective Communications			F	F	F	F/S	F/S	F/S	F	F	F/S	F	F	F/S
❹ Critical Thinking Skills			F	F	F	F/S	F/S	F/S	F	F	F/S	F	F	F/S
❺ Self-Directed Inquiry & Growth			F	F	F	F/S	F/S	F/S	F	F	F/S	F	F	F/S
❻ Self Awareness & Esteem			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F	F	F/S
❼ Community Commitment	F	F	F	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F	F	F/S
❽ Global Awareness & Sensitivity			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F	F	F/S
Program Outcomes														
• Effectively apply barbering/cosmetology theory to various work-related situations.			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S			F/S
• Exhibit a commitment to quality work and total customer satisfaction.			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
• Apply technical skills at industry standards for barbering/cosmetology services.			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
• Demonstrate an understanding to the importance of awareness of self and a sensitivity toward others in a work environment.			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
• Compose and process basic business-related correspondence.	F	F	F	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
• Demonstrate the ability to listen carefully and speak effectively in a working environment.			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S

PROGRAM OUTCOMES MATRIX

Program Outcomes, continued	102-300 Intro Mcir Com	105-301 Appl Bus Math	502-301A Trich	502-301B Che Serv	502-301c Clien Srvs	502-302A Adv Trich	502-302B Adv Chm Srvs	502-302c Clint Srvs	502-302d Manicure Srvs	502-302F Facial Mk-up	502-302E Ind Nds	801-305 Appl Com	809-348 Psy Lvg	502-303 Ind Cln Skls										
▸ Use multiple-marketing strategies to reach a variety of cultures.			F	F	F	F	F	F	F	F	F/S	F/S	F/S	F/S										
▸ Exhibit efficient time management skills.	F	F	F	F	F	F	F	F	F	F	F/S	F/S	F/S	F/S										
▸ Model professional standards of personal hygiene and grooming.			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S			F/S										
▸ Demonstrate an ability to educate clients on products and personal beauty.			F	F	F	F/S	F/S	F/S	F	F	F/S			F/S										
▸ Use artistic techniques when providing barbering/cosmetology services.			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S			F/S										
▸ Exhibit a commitment to continual professional development.	.		F	F	F	F/S	F/S	F/S	F/S	F/S	F/S			F/S										
▸ Analyze hair, skin, scalp, and nails to correctly identify the anatomy, physiology, disorders, and condition of each.			F	F	F	F/S	F/S	F/S	F/S	F/S	F/S			F/S										
▸ Apply basic math concepts to solve work-related problems.	F/S	F/S	F	F	F	F	F	F	F	F	F			F										
▸ Maintain safe and sanitary conditions and operations.			F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S/			F/S										
▸ Use and maintain client and product computerized information systems and records.			F	F	F	F	F	F	F	F	F			F/S										
▸ Apply laws, rules, and professional ethics to work-related situations.			F	F	F	F	F	F	F	F	F			F/S										
▸ Identify and responsibly use chemicals in compliance with OSHA standards.			F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S			F/S										

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BUSINESS MID MANAGEMENT

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes \ *Core Abilities*	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
Communicate effectively, orally and in writing.	5	5	5	3	3	3	3	0
Relate to the function of business in American society.	5	3	3	3	3	0	3	3
Demonstrate basic knowledge of microcomputers.	5	3	3	0	3	0	0	0
Apply effective problem-solving techniques.	5	5	3	5	3	3	0	0
Work well with others.	5	5	5	3	3	3	3	3
Provide evidence of educational achievement.	3	5	3	3	3	3	3	3
Demonstrate their potential for advancement.	3	3	3	3	3	3	0	0
Demonstrate the ability to lead	5	0	5	5	3	5	5	5
Understand thoroughly the functions of management	5	0	5	5	3	3	3	5
TOTAL:	41	29	35	30	27	23	20	19

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BUSINESS MID MANAGEMENT

PROGRAM OUTCOMES MATRIX

Program Courses

Core Abilities	102-100 Sur Bus	102-130 Princ Mgm	103-113 WP Beg Win	105-105 Bus Math	801-195 Wrt Com	809-199 Psyc Hum Rel	102-115 Pers Mgm	102-120 Bus Law	102-163 Small Bus Mgm	103-123 LOT Intro Win	801-196 Oral Interp Com	101-151 Acc Prin 1	101-152 Acc Prin 2	102-160 Supv Mgm	103-131 dBas Beg	104-111 Mktg 1	801-197 Tech Rpt	809-195 Econ	101-154 Acc Prin 3	104-130 Adv e-rtsng	750-101 Foun Qual	809-165 Mon/ Cred Bank			
● Educational Program Competence	F		F		F	F		F		F	F	F	F	F	F		F		F						
● Solid Foundation Skills	F		F	F	F			F		F	F			F	F		F	F				F			
● Effective Communications				F	F	F					F	F	F	F			F	F	F			F			
● Critical Thinking Skills	F			F	F	F		F				F	F	F			F	F	F			F			
● Self-Directed Inquiry & Growth			F	F	F	F		F		F	F	F	F	F	F		F		F			F			
● Self Awareness & Esteem						F					F			F											
● Community Commitment						F											F	F				F			
● Global Awareness & Sensitivity	F					F					F			F			F	F				F			
Program Outcomes																									
▸ Communicate effectively, orally and in writing.					F	F					F			F			F								
▸ Relate to the function of business in American society.	F							F			F	F	F	F			F		F						
▸ Demonstrate basic knowledge of microcomputers.			S							S					S		F								
▸ Apply effective problem-solving techniques.			F	F				F		F		F	F	F	F			F	F			F			
▸ Work well with others.						F					F			F											
▸ Provide evidence of educational achievement.	F		F	F				F		F	F				F		F								
▸* Demonstrate their potential for advancement.								F																	

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PROGRAM OUTCOMES PROFILE

Program Courses

Program Outcomes, cont.	102-108 Ser Bus	102-130 Proc Mgm	103-113 WP Beg Win	105-105 Bus Math	801-195 Wrtg Com	809-199 Psyc Hum Rel	102-115 Pers Mgm	102-120 Bus Law	102-163 Small Bus Mgm	103-123 LOT Intro Win	801-196 Oral Interp Com	101-151 Acct Prin 1	101-152 Acct Prin 2	102-160 Supv Mgm	103-131 dBase Beg	104-111 Mktg I	801-197 Tech Rpt	809-195 Econ	101-154 Acct Prin 3	104-130 Advtg	750-101 Prem Qual	809-165 Mgmt Cmnt Bank			
• Demonstrate ability to lead						F					F			F											
• Understand thoroughly functions of management	F					F		F						F											

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CULINARY ARTS

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes \ Core Abilities	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
Manage and maintain safe and sanitary kitchen conditions and operations.	5	3	3	5	3	3	3	0
Use, clean, and maintain culinary equipment to specified standards.	5	3	3	5	3	3	3	0
Prepare recipes and formulas to industry standards for all categories of foods used in food service establishments.	5	5	5	5	3	5	3	3
Apply basic food theory to food preparation.	5	5	5	5	3	3	0	0
Demonstrate positive work habits and attitudes.	5	3	5	3	3	5	5	5
Apply nutritional principles to food selection, storage, preparation, and recipe development for achieving optimal nutrient content.	5	3	5	5	5	3	3	3
Coordinate meal plans and menus.	5	5	3	5	3	5	3	3
Monitor and control food, beverage and labor costs using established methods.	5	5	5	5	3	3	3	3
Plan and regulate a purchasing system through specifications, ordering, receiving, storage, and inventory processes.	5	5	5	5	3	3	3	3
Cater on- and off-premise events.	5	5	5	5	3	1	0	3
Investigate, plan, and prepare specialty food menus.	5	5	5	5	5	3	1	5
Apply creative principles to food planning, preparation and presentation.	5	0	5	5	0	1	0	0
Supervise food service operations using prescribed management theories and techniques.	5	5	3	5	1	5	5	5
Coordinate dining room activities for efficient, customer-focused service.	5	3	5	3	0	3	5	5
Give clear oral and written instructions.	3	5	5	5	0	1	1	0
Write business documents using correct grammar, word usage, punctuation, spelling and form.	3	5	5	5	3	0	0	0
Practice active and effective listening skills.	5	3	5	3	0	0	3	0
Use computer software to maximize efficiency in operations for the food service industry.	5	5	3	3	3	1	0	0
Appreciate the benefits of a diverse work force.	3	0	0	3	0	3	5	5
	89	72	80	85	44	51	46	43

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CULINARY ARTS

PROGRAM OUTCOMES MATRIX

Program Courses

Core Abilities	511-111 Gard Mang	511-115 Cul Math	511-121 Sani Safe	511-125 Food Theo	511-126 Food Prod Pr	511-130 Nutr	801-195 Wrt Com	103-100 Com Basic	103-113 WP Beg Win	511-140 Food Pract	801-196 Oral Intrp Com	809-197 Cont Amr Soc	511-150 Catering	511-151 Adv Prof Coo	511-152 Prof Bake	511-155 Menu Plan	511-160 Food Purch	809-199 Psyc Hum Rel	511-170 Rest Pract	511-175 FS Cost Cont	511-180 FS Supr vise	809-195 Econ			
❶ Educational Program Competence	5	5	5	5	5	5	3	3	3	5	3	3	5	5	5	5	5	3	5	5	5	3			
❷ Solid Foundation Skills	3	5	3	3	3	3	5	5	5	3	5	3	3	3	3	3	3	3	3	3	3	3			
❸ Effective Communications	3	3	3	3	5	3	5	3	3	5	5	3	3	3	3	3	3	3	3	3	3	3			
❹ Critical Thinking Skills	3	5	5	5	5	5	3	3	3	5	3	3	5	5	5	5	5	3	5	5	5	3			
❺ Self-Directed Inquiry & Growth	0	0	3	3	3	3	5	0	0	3	5	0	5	3	3	5	0	0	0	0	5	0			
❻ Self Awareness & Esteem	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
❼ Community Commitment	3	0	3	3	5	3	3	0	0	5	3	5	5	5	3	3	3	5	5	0	5	5			
❽ Global Awareness & Sensitivity	0	0	3	3	3	3	3	0	0	5	3	3	5	3	3	3	3	5	5	0	5	5			
Program Outcomes																									
▸ Manage and maintain safe and sanitary kitchen conditions and operations.	5	0	5	5	5	3	3	0	0	5	3	0	5	5	5	0	0	0	5	0	3	0			
▸ Use, clean, and maintain culinary equipment to specified standards.	5	0	5	5	5	3	3	0	0	5	3	0	5	5	5	0	0	0	5	0	0	0			
▸ Prepare recipes and formulas to industry standards for all categories of foods used in food service establishments.	5	5	5	5	5	5	3	0	0	5	0	0	5	5	5	0	0	0	5	3	0	0			
▸ Apply basic food theory to food preparation.	5	0	3	3	5	3	3	0	0	5	3	0	5	5	5	0	3	0	5	3	0	0			
▸ Demonstrate positive work habits and attitudes.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			
▸ Apply nutritional principles to food selection, storage, preparation, and recipe development for achieving optimal nutrient content.	5	0	3	3	5	5	0	0	0	5	0	0	5	5	5	3	5	0	5	0	0	0			

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PROGRAM OUTCOMES MATRIX

Program Courses

Program Outcomes, continued	511-111 Gard Mang	511-115 Cul Math	511-121 Sani Safe	511-125 Food Theo	511-126 Food Prod Pr	511-130 Nutr	801-195 Wrt Com	103-100 Com Basic	103-113 WP Beg Win	511-140 Food Pract	801-196 Oral Intrp Com	809-197 Cont Amr Soc	511-150 Cate ring	511-151 Adv Prof Coo	511-152 Prof Bake	511-155 Man u Plan	511-160 Food Purc h	809-199 Psyc Hum Rel	511-170 Rest Pract	511-175 FS Cost Cont	511-180 FS Supr vise	809-195 Econ			
▸ Coordinate meal plans and menus.	0	0	0	3	5	3	0	0	0	5	0	0	5	0	0	5	0	0	5	0	0	0			
▸ Plan and regulate a purchasing system through specifications, ordering, receiving, storage, and inventory processes.	0	3	5	3	3	0	0	0	0	3	0	0	3	3	3	0	5	0	3	3	0	0			
▸ Cater on- and off-premise events.	3	3	3	3	3	3	0	0	0	3	0	0	5	5	5	3	3	3	5	3	3	0			
▸ Investigate, plan, and prepare specialty food menus.	3	3	3	3	3	3	3	3	3	3	0	0	5	5	3	5	3	0	5	3	0	0			
▸ Apply creative principles to planning, preparation and presentation.	5	0	0	3	3	0	0	0	0	5	0	0	5	5	5	5	3	0	5	3	0	0			
▸ Supervise food service operations using prescribed management theories and techniques.	0	3	3	3	3	3	3	0	0	3	3	0	3	3	3	3	3	3	5	3	5	0			
▸ Coordinate dining room activities for efficient, customer-focused service.	0	0	3	3	3	0	0	0	0	5	3	0	3	3	3	3	0	3	5	0	5	3			
▸ Give clear oral and written instructions.	0	0	0	0	3	0	5	0	0	3	5	0	3	3	3	0	0	3	5	0	5	0			
▸ Write business documents using correct grammar, word usage, punctuation, spelling and form.	0	0	0	0	0	0	5	3	3	0	3	0	5	5	5	5	3	0	5	0	5	3			
▸ Practice active and effective listening skills.	5	3	5	5	5	5	3	3	3	5	5	3	3	3	3	3	3	3	5	3	5	3			
▸ Use computer software to maximize efficiency in operations for the food service industry.	0	0	0	0	0	0	0	5	5	3	0	0	5	3	3	3	3	0	5	3	3	0			
▸ Appreciate the benefits of a diverse work force.	3	0	3	0	3	0	0	0	0	5	3	3	5	3	3	0	0	5	5	0	5	3			
▸ Monitor and control food, beverage, and labor costs using established methods.	3	3	3	3	3	0	3	3	3	3	0	0	3	3	3	3	5	0	5	5	3	3			
	72	49	82	83	99	69	69	39	39	110	66	34	117	109	103	76	70	50	122	56	101	45			

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EMERGENCY MEDICAL SERVICES

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes / *Core Abilities*	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
• Demonstrate an understanding of the EMS system: How it is accessed, levels of training, and roles and responsibilities of an emergency care provider;	5	3	5	5	3	3	3	3
• Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	5	3	5	5	5	3	3	3
• Administer appropriate emergency medical care based on assessment findings of the patient's condition;	5	3	5	5	5	5	5	3
• Lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury;	5	3	5	5	3	3	3	3
• Perform safely and effectively the expectations of the job descriptions;	5	3	5	5	5	5	5	3
• Work cooperatively with other emergency services and health professionals;	5	3	5	5	3	5	5	3
• Present an accurate report of the condition found and treatment rendered; and	5	5	5	5	3	3	3	3
• Demonstrate an understanding of the need for review, on-going education, and maintenance of skills.	5	3	3	3	3	3	3	3
•								

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EMERGENCY MEDICAL SERVICES

PROGRAM OUTCOMES MATRIX

	Program Courses																									
Core Abilities	531-301 EMT Basic																									
❶ Educational Program Competence	F,S																									
❷ Solid Foundation Skills	F																									
❸ Effective Communications	F																									
❹ Critical Thinking Skills	F																									
❺ Self-Directed Inquiry & Growth	F																									
❻ Self Awareness & Esteem	F																									
❼ Community Commitment	F																									
❽ Global Awareness & Sensitivity	F																									
Program Outcomes																										
▸ Demonstrate an understanding of the EMS system: How it is accessed, levels of training, and roles and responsibilities of an emergency care provider;	F,S																									
▸ Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	F,S																									
▸ Administer appropriate emergency medical care based on assessment findings of the patient's condition;	F,S																									
▸ Lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury;	F,S																									
▸ Perform safely and effectively the expectations of the job descriptions;	F,S																									

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PROGRAM OUTCOMES MATRIX

Program Outcomes	S31-301 EMT Basic																								
• Work cooperatively with other emergency services and health professionals;	FS																								
• Present an accurate report of the condition found and treatment rendered; and	FS																								
• Demonstrate an understanding of the need for review, on-going education, and maintenance of skills.	FS																								

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FOOD SERVICE PRODUCTION

INSTITUTIONAL OUTCOMES MATRIX - Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes / Core Abilities	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
• Practice safe and sanitary practices in food service establishments.	5	3	3	5	0	5	3	0
• Use, clean and maintain kitchen equipment.	5	3	0	5	0	3	3	0
• Prepare quantity recipes to industry standards.	5	3	3	5	3	3	3	0
• Practice good work habits and display positive attitudes toward assigned work.	5	0	3	3	0	5	5	5
• Complete work assignments within time allotments.	5	0	0	3	3	5	5	3
• Follow oral and written directions.	5	5	5	5	0	3	3	0
• Work as part of a team.	5	0	5	3	0	5	5	5
• Provide prompt and courteous customer service.	5	0	5	3	0	3	5	3
• Assist in controlling costs through portion control and minimizing waste.	5	5	5	5	0	0	5	3
• Set-up steam tables and salad bars and maintain them in clean, sanitary and attractive conditions.	5	0	0	3	3	3	3	0
• Serve food neatly and attractively.	5	0	0	0	0	3	3	0
	55	19	29	40	9	38	43	19

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FOOD SERVICE PRODUCTION

PROGRAM OUTCOMES MATRIX

Program Courses																													
Core Abilities	103-100 Comm Basic	303-311 Dec Food	303-321 Sani Safet	303-330 Nutr	303-350 Math Food Svc	303-360 Basic Food	303-370 Quan Food Lab	103-113 WP Beg Win	303-390 Food Prod	801-304 Appl Com Wrtg																			
● Educational Program Competence	3	5	5	5	5	5	5	3	5	5																			
● Solid Foundation Skills	5	3	3	3	5	3	3	5	3	5																			
● Effective Communications	3	3	3	3	3	3	3	5	3	5																			
● Critical Thinking Skills	3	3	5	3	5	5	5	3	5	3																			
● Self-Directed Inquiry & Growth	3	3	3	5	3	3	5	3	5	5																			
● Self Awareness & Esteem	3	3	3	3	3	3	3	3	5	3																			
● Community Commitment	0	0	3	3	0	3	5	3	5	3																			
● Global Awareness & Sensitivity	0	3	3	3	0	3	3	3	3	3																			
Program Outcomes																													
• Practice safe and sanitary practices in food service establishments.	0	5	5	3	0	3	5	0	5	0																			
• Use, clean and maintain kitchen equipment.	0	5	5	3	0	3	5	0	5	0																			
• Prepare quantity recipes to industry standards.	0	5	3	3	3	5	5	0	5	3																			
• Practice good work habits and display positive attitudes toward assigned work.	3	5	5	5	5	5	5	0	5	3																			
• Complete work assignments within time allotments.	5	5	5	5	5	5	5	5	5	5																			
• Follow oral and written directions.	5	5	5	5	5	5	5	5	5	5																			
• Work as part of a team.	0	5	0	0	0	0	5	0	5	0																			

PROGRAM OUTCOMES MATRIX

Program Courses

Program Outcomes, continued	103-100 Com Basic	303-311 Dist. Food	303-321 Sanit Safet	303-330 Nutr	303-350 Math Food Svc	303-360 Basic Food	303-370 Quan Food Lab	103-113 WP Beg Writ	303-390 Food Prod	801-304 Appl Com Wrtg																
• Provide prompt and courteous customer service.	0	0	3	0	3	0	3	0	5	0																
• Assist in controlling costs through portion control and minimizing waste.	0	5	3	3	3	3	5	0	5	0																
• Set-up steam tables and salad bars and maintain them in clean, sanitary and attractive conditions.	0	5	5	3	0	3	5	0	5	0																
• Serve food neatly and attractively.	0	5	3	3	0	3	5	0	5	0																
	33	73	70	63	48	63	85	38	89	47																

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MARINE & OUTDOOR POWER PRODUCTS

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes / Core Abilities	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
Have safe work habits and promote safety consciousness.	5	3	3	0	0	3	3	0
Have the ability to understand and apply mechanical principles relating to small engines.	5	3	0	3	0	0	0	0
Have the ability to recognize, use, and maintain tools and related equipment used in the repair of small internal combustion engines. Sufficient skills in the Marine/Outdoor Power Products field to meet minimum entry requirements for employment.	5	0	0	0	0	0	0	0
Follow safe practices in general behavior when using tools and equipment in class.	5	3	0	0	0	0	0	0
Comply to the value of having an orderly work area by keeping work area, tools, and shop equipment neat and clean.	3	0	0	0	5	3	3	0
Fulfill obligations and assume responsibilities for tasks that must be carried out in the laboratory by completing work and contributing to the smooth operation of the class.	3	0	5	0	5	5	5	0
Seek ways to improve self and others through self-evaluation and assistance from the instructor.	3	3	3	5	5	5	0	0
Cooperate and respect others and their ideas by asking or giving assistance to others when needed and to understand others' ideas.	3	5	5	3	5	5	5	0
Gain an understanding of the many career opportunities available in MOPP and the pay, training, working conditions, and location of such jobs.	5	3	0	0	5	0	0	5
Be able to recognize and appreciate good workmanship by observing his/her own work and that of others.	3	0	0	0	5	5	0	3
Develop a feeling of self reliance and resourcefulness in meeting practical situations pertaining to OPP technicians.	5	3	3	3	5	5	5	3
Follow instructions and directions by listening carefully to instructions and reading service manuals and other assigned readings.	3	5	5	3	5	0	0	0
Be aware of the time element involved in repairing small engines in accordance with manufacturers' specifications.	5	0	0	0	0	3	0	0
Perform actual repair work on small engines in accordance with manufacturers' specifications.	5	3	0	5	5	0	0	0
Understand principles of internal combustion engines, to be evaluated by written examinations having a minimum achievement of 70%.	5	5	0	0	0	0	0	0

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INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes, continued	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
Apply principles of internal combustion engines in trouble-shooting problems by correctly diagnosing and repairing test engines.	5	3	0	5	5	3	3	0
Disassemble, repair, and assemble engines according to manufacturers' specified procedures and specifications to be in running condition.	5	3	3	5	5	3	3	0
Select and use properly the appropriate test equipment found in the shop area to test ten different items (with the aid of reference), with a minimum of 70% competence.	5	5	3	5	3	3	3	0
Perform a complete engine tune up on any given engine to conform to manufacturers' specifications and not to exceed two times the specified flat-rate time schedule.	5	3	3	5	3	3	3	0
Perform accurate measurement of all engine parts, given appropriate measuring instruments, within .001 inch.	5	0	0	0	0	0	0	0
Completely rebuild a two-stroke cycle and four-stroke cycle engine consistent with manufacturers' procedures and specifications, and not to exceed two times the specified flat-rate time.	5	3	0	5	5	3	3	0
Correctly repair both manual and electric starter systems according to manufacturers' procedures, as are found on lawn and garden equipment and marine engines. Each job must be performed correctly and within specified flat-rate time.	5	3	0	5	3	0	0	0
Rebuild and properly adjust a suction carburetor, float carburetor, and a diaphragm carburetor of choice to meet manufacturers' procedures, specifications, and flat-rate time.	5	3	0	0	5	0	0	0
Wire an ignition, charging, and lighting system to make the system function properly, given an outboard motor or a lawn and garden tractor.	5	5	5	5	5	5	5	0
	108	64	38	57	79	57	41	11

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MARINE & OUTDOOR POWER PRODUCTS

PROGRAM OUTCOMES MATRIX

	Program Courses																								
Core Abilities	461-303 Out Powr Lawn Gard	804-301 Cont Arith	461-304 Out Powr Marine	801-304 Appl Com Wrtg	809-348 Psyc of Living																				
❶ Educational Program Competence	S	F	S																						
❷ Solid Foundation Skills		F/S			F																				
❸ Effective Communications	S/F		S/F		S/F																				
❹ Critical Thinking Skills	S/F	S/F	S/F		S/F																				
❺ Self-Directed Inquiry & Growth	F/S	F	S/F		S/F																				
❻ Self Awareness & Esteem	F	S/F	F		S/F																				
❼ Community Commitment					S/F																				
❽ Global Awareness & Sensitivity					S																				
Program Outcomes																									
▸ Have safe work habits and promote safety consciousness.	F		F																						
▸ Have the ability to understand and apply mechanical principles relating to small engines.	S	F	S																						
▸ Have the ability to recognize, use, and maintain tools and related equipment used in the repair of small internal combustion engines. Sufficient skills in the Marine/Outdoor Power Products field to meet minimum entry requirements for employment.	F		F																						
▸ Follow safe practices in general behavior when using tools and equipment in class.	F		F																						

PROGRAM OUTCOMES MATRIX

Program Outcomes, continued	Program Courses																									
	461-303 Out Power Lawn Gard	804-301 Cont Arith	461-304 Out Power Main no	801-304 Appl Com Wrtg	809-348 Psyc of Learn &																					
• Comply to the value of having an orderly work area by keeping work area, tools, and shop equipment neat and clean.	F/S	F	F/S		F/S																					
• Fulfill obligations and assume responsibilities for tasks that must be carried out in the laboratory by completing work and contributing to the smooth operation of the class.	F/S	F	F/S		F																					
• Seek ways to improve self and others through self-evaluation and assistance from the instructor.	S	F	S		S																					
• Cooperate and respect others and their ideas by asking or giving assistance to others when needed and to understand others' ideas.	S	F	S		S																					
• Gain an understanding of the many career opportunities available in MOPP and the pay, training, working conditions, and location of such jobs.	F		F																							
• Be able to recognize and appreciate good workmanship by observing his/her own work and that of others.		F		F																						
• Develop a feeling of self reliance and resourcefulness in meeting practical situations pertaining to OPP technicians.	S	F	S		F																					
• Follow instructions and directions by listening carefully to instructions and reading service manuals and other assigned readings.	F/S	F	F/S		F																					
• Be aware of the time element involved in repairing small engines in accordance with manufacturers' specifications.	S	F	S																							

PROGRAM OUTCOMES MATRIX

Program Outcomes, continued	Program Courses																									
	461-303 Out Power Lawn Gard	804-301 Com Arch	461-304 Out Power Mach no	901-304 Appl Com Wrng	809-348 Prin of Lawn E																					
• Perform actual repair work on small engines in accordance with manufacturers' specifications.	S		S																							
• Understand principles of internal combustion engines, to be evaluated by written examinations having a minimum achievement of 70%.	S/F		S/F																							
• Apply principles of internal combustion engines in trouble-shooting problems by correctly diagnosing and repairing test engines.																										
• Disassemble, repair, and assemble engines according to manufacturers' specified procedures and specifications to be in running condition.	S/F		S/F																							
• Select and use properly the appropriate test equipment found in the shop area to test ten different items (with the aid of reference), with a minimum of 70% competence.	S		S																							
• Perform a complete engine tune up on any given engine to conform to manufacturers' specifications and not to exceed two times the specified flat-rate time schedule.	S		S																							
• Perform accurate measurement of all engine parts, given appropriate measuring instruments, within .001 inch.	F	F	F																							
• Completely rebuild a two-stroke cycle and four-stroke cycle engine consistent with manufacturers' procedures and specifications, and not to exceed two times the specified flat-rate time.	S		S																							

PROGRAM OUTCOMES MATRIX

Program Outcomes, continued	Program Courses																									
	461-303 Out Power Lawn Gard	804-301 Comt Arith	461-304 Out Power Mari ne	801-304 Appl Com Wrtg	809-348 Psyc of Liven g																					
• Correctly repair both manual and electric starter systems according to manufacturers' procedures, as are found on lawn and garden equipment and marine engines. Each job must be performed correctly and within specified flat-rate time.	S		S																							
• Rebuild and properly adjust a suction carburetor, float carburetor, and a diaphragm carburetor of choice to meet manufacturers' procedures, specifications, and flat-rate time.	S		S																							
• Wire an ignition, charging, and lighting system to make the system function properly, given an outboard motor or a lawn and garden tractor.	S		S																							

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MARKETING

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes	Core Abilities: Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
• Demonstrate keyboarding proficiency of 25 words per minute.								
• Work effectively in a group setting.	5	3	5	3	3	5	3	3
• Interact in a positive way with people who are different from him/her.	3	3	5	0	3	5	5	5
• Plan and organize activities to accomplish desired tasks in the time available.	3	5	3	5	5	3	3	0
• Seek out new sources of information for the purpose of problem solving.	5	5	3	5	5	3	0	3
• Demonstrate sound written skills in business correspondence, memos, and contract agreements.	5	5	5	3	3	0	3	0
• Utilize persuasive skills to influence others positively.	5	5	5	3	3	5	3	0
• Utilize the most effective and efficient methods of communicating with customers in the marketplace.	5	5	5	3	3	3	3	3
• Analyze and interpret sales trends to capitalize on shifts in the purchasing patterns of consumer and business customers.	5	3	3	5	3	0	0	0
• Interpret company reports such as daily sales reports, seasonal sales plans, profit patterns, profit and loss statements for the purpose of improving company profitability.	5	5	3	5	3	0	0	0
• Understand the environment of business.	5	3	0	3	3	0	5	5
TOTAL:	46	42	37	35	34	24	25	19

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MARKETING

PROGRAM OUTCOMES MATRIX

Program Courses

Core Abilities	102-120 Bus Law	103-113 WP Beg Win	104-111 Mktg I	104-120 Princ Sell	105-105 Bus Math	801-195 Wrt Com	102-100 Surv Bus	103-123 LOT Intro Win	104-112 Mktg II	104-130 Adv e-rtisg	801-196 Oral Intrp Com	809-199 Psyc Hum Rel	102-130 Princ Mgm	104-135 Promo	104-145 Mkt Info Mgm	801-197 Tech Rpt	809-195 Econ	101-151 Acct Prin I	101-152 Acct Prin 2	102-115 Pers Mgm	102-163 Smal Bus Mgm	104-175 Mkt Intrn			
❶ Educational Program Competence	F	F				F	F	F			F	F		F		F		F	F			S			
❷ Solid Foundation Skills	F	F			F	F	F	F			F					F	F	U	U			F			
❸ Effective Communications					F	F					F	F		S		F	F	F	F			S			
❹ Critical Thinking Skills	F				F	F	F					F		F		F	F	F	F						
❺ Self-Directed Inquiry & Growth	F	F				F		F			F	F		F		F						S			
❻ Self Awareness & Esteem											F	F													
❼ Community Commitment												F				F	F								
❽ Global Awareness & Sensitivity							F				F	F				F	F								
Program Outcomes																									
▸ Demonstrate keyboarding proficiency of 25 words per minute.		F																							
▸ Work effectively in a group setting.											F	F		F		F									
▸ Interact in a positive way with people who are different from him/her.											F	F				F									
▸ Plan and organize activities to accomplish desired tasks in the time available.	F	F				F	F	F			F	F		S		F						S			
▸ Seek out new sources of information for the purpose of problem solving.														S		F		F	F			S			

PROGRAM OUTCOMES MATRIX

Program Courses

Core Abilities	102-120 Bus Law	103-113 WP Beg Win	104-111 Mktg I	104-120 Prnc Sell	105-105 Bus Math	801-195 Wrt Com	102-100 Surv Bus	103-123 LOT Intro Win	104-112 Mktg II	104-130 Adv e-rtisg	801-196 Oral Intrp Com	809-199 Psyc Hum Rel	102-130 Princ Mgm	104-135 Promo	104-145 Mkt Info Mgm	801-197 Tech Rpt	809-195 Econ	101-151 Acct Prin I	101-152 Acct Prin 2	102-115 Pers Mgm	102-163 Smal Bus Mgm	104-175 Mkt Intrn			
• Demonstrate sound written skills in business correspondence, memos, and contract agreements.		F				F										F									
• Utilize persuasive skills to influence others positively.						F						F				F									
• Utilize the most effective and efficient methods of communicating with customers in the marketplace.												F		S		F									
• Analyze and interpret sales trends to capitalize on shifts in the purchasing patterns of consumer and business customers.								F										F	F						
• Interpret company reports such as daily sales reports, seasonal sales plans, profit patterns, profit and loss statements for the purpose of improving company profitability.								F										F	F						
• Understand the environment of business	F						F											F	F						

ASSOCIATE DEGREE NURSING

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes	Core Abilities: Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
1. Function at the novice level in three defined nursing roles:								
a. As provider of care the graduate:								
1) Synthesizes knowledge from the physical, behavioral, and nursing sciences to analyze and formulate decisions as a foundation for nursing	5	5	5	5	3	3	3	0
2) Uses the nursing process to deliver safe, effective nursing care to clients across the life-span:								
a) collects and assesses all client data in an organized manner	5	3	5	5	3	5	3	0
b) selected NANDA nursing diagnoses and collaborative problems on the basis of analysis and interpretation of data	5	3	3	5	0	0	0	0
c) plans care, sets goals with client, and prioritizes nursing care in response to client needs	5	3	5	5	3	3	3	3
d) implements care plan according to priority of goals	5	3	5	5	3	5	3	3
e) evaluates the effects of nursing interventions and revises plan as needed	5	3	3	5	3	5	3	3
3) Uses the concepts of the Roy Adaptation Model as the framework for determining client needs	3	0	3	0	0	0	0	0
4) Performs mathematical calculations accurately	5	5	0	3	0	0	0	0
5) Implements formal and informal health teaching that is specific to the learner's level of development, knowledge, and learning needs	5	5	5	3	3	3	3	3
b. As manager of client care the graduate:								
1) Manages and prioritizes nursing care for individuals and families	5	3	5	5	5	3	3	3
2) Coordinates delivery of health care services for individuals and families	5	5	5	5	3	3	3	3
3) Delegates and supervises nursing tasks appropriately	5	5	5	5	3	3	3	3
4) Instructs and guides less skilled health care providers	5	5	5	5	3	3	3	3
5) Utilizes resources in a cost-effective manner	5	5	5	5	3	3	3	3
c. As a member of the discipline of nursing the graduate:								
1) Complies with the legal and ethical standards of the nursing profession	5	3	5	5	3	3	0	0
2) Accepts responsibility and accountability for maintaining competence in nursing	5	3	5	5	3	3	0	0
3) Solves problems related to interpersonal, client care, and organizational issues following the designated chain of command	5	3	5	5	3	3	0	0
Demonstrate problem solving and critical thinking skills	5	0	0	5	0	0	0	0

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INSTITUTIONAL OUTCOMES MATRIX: Relationships to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes / Core Abilities	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
• Values the concept of self-directed lifelong learning and continued professional competence	5	0	5	5	0	5	0	3
• Demonstrates growth in self-awareness and self-esteem	5	0	5	0	0	5	0	0
• Accepts personal responsibility for physical and mental health	5	0	5	5	0	5	0	0
• Integrates caring and respectful behaviors which support sensitivity to diversity in interactions with clients, families, and colleagues	5	0	5	5	0	5	3	5
• Demonstrates flexibility in the planning and provision of nursing care in a rapidly changing health care environment	5	0	5	5	0	5	3	5
• Communicates effectively with individuals and groups verbally and in writing	5	5	5	5	0	5	3	5
• Works collaboratively with clients and colleagues using effective conflict resolution skills and group dynamics	5	5	5	5	0	5	3	5
• Demonstrates skill in interpersonal relationships and therapeutic communication	5	5	5	5	0	5	0	5
• Applies results of nursing research to improve client care and nursing practice skills	5	3	5	5	3	5	3	3
• Values community involvement in activities which influence current social, political, environmental, or economic issues	5	0	5	5	0	5	5	5
• Possesses the knowledge necessary to be successful in the national NC LEX-RN examination	5	3	5	5	0	5	3	3
	143	83	129	131	47	103	56	66

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ASSOCIATE DEGREE NURSING

PROGRAM OUTCOMES MATRIX

Core Abilities	*Program Courses*																							
	510-110 Nsg Pharm I	510-111 Nsg Physiol Hlth	510-112 Nsg Clin Prac I	801-195 Writ Comm	806-140 Anat & Physiol I	809-160 Dev Psyc	510-113 Nsg Psyc Fam Hlth	510-114 Nsg Clin Prac II	510-116 Nsg Pharm II	510-135 Hlth Assess	806-142 Anat & Physiol II	809-199 Psyc Hum Rel	510-120 Nsg Pathophys	510-121 Nsg Chro Relat h	510-122 Nsg Clin Prac III	806-122 Microbiol	809-197 Cont Amer Soc	510-123 Nsg Clin Prac IV	510-130 Nsg Leadership	801-196 Oral Interp Comm	510-133				
● Educational Program Competence	F	F	F				F	F	F	F			S	S	S			S	S		S				
● Solid Foundation Skills	F	F	F	F	F	F	F	F	F	S	F	F	S	S	F	F	F	S	S	F	S				
● Effective Communications	F	F	F	F	F	F	F	F	F	F	F	F	F	S	F	F	F	S	S	F	S				
● Critical Thinking Skills	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	S	S	F	S				
● Self-Directed Inquiry & Growth	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	S	S	F	S				
● Self Awareness & Esteem	F	F	F	F		F	F	F	F	F		F	F	F	F		F	S	S	F	S				
● Community Commitment	F	F	F	F		F	F	F	F			F	F	F	F	F	F	S	S	F	S				
● Global Awareness & Sensitivity	F	F	F	F		F	F	F	F			F	F	F	F	F	F	S	S	F	S				

PROGRAM OUTCOMES MATRIX

Program Courses

Program Outcomes	510-110 Nsg Phar I	510-111 Nsg Phys Nds	510-112 Nsg Clin Prac I	801-195 Wrt Com	806-140 Anat & Phys I	809-160 Dev Psyc	510-113 Nsg Psyc Fam Hlth	510-114 Nsg Clin Prac II	510-116 Nsg Phar II	510-135 Hlth Asse s	806-142 Anat & Phys II	809-199 Psyc Hum Rel	510-120 Nsg Path o phys	510-121 Nsg Chro Reha b	510-122 Nsg Clin Prac III	806-122 Micr obio	809-197 Cont Amr Soc	510-123 Nsg Clin Prac IV	510-130 Nsg Lead rship	801-196 Oral Interp Com	510-133				
I. Function at the novice level in three defined nursing roles																									
a. As provider of care the graduate:																									
1) Synthesizes knowledge from the physical, behavioral, and nursing sciences to analyze and formulate decisions as a foundation for nursing	F	F	F	U	U	S	F/S	F	F	S	U	U	S	S	S	U	U	S	S	U	S				
2) Uses the nursing process to deliver safe, effective nursing care to clients across the life-span:																									
a) collects and assesses all client data in an organized manner	F	F	F	U	U		S	S	F	S	U	U		S	S	U		S	S		S				
b) selected NANDA nursing diagnoses and collaborative problems on the basis of analysis and interpretation of data	F	F	F	U	U	U		S	F	F	U	U		S	S	U		S	S	U	S				
c) plans care, sets goals with client, and prioritizes nursing care in response to client needs	F	F	F	U	U	U	S	S	F		U	U		S	S	U		S	S	U	S				
d) implements care plan according to priority of goals	F	F	F	U		U		S	F			U		S	S			S	S	U	S				
e) evaluates the effects of nursing interventions and revises plan as needed	F	F	F	U	U	U	S	S	F		U	U		S	S	U		S	S	U	S				
3) Uses the concepts of the Roy Adaptation Model as the framework for determining client needs	F	F	F				F	S	F	F		U	F	S	S			S	S		S				
4) Performs mathematical calculations accurately	U	U	U				S	S	U			U	S	S	S			S							
5) Implements formal and informal health teaching that is specific to the learner's level of development, knowledge, and learning needs	F	F	F	U	U	U	S	S	F	F	U	U		S	S	U	U	S	S	U	S				
b. As manager of client care the graduate:																									
1) Manages and prioritizes nursing care for individuals and families		F	F	F	U	U		S			U	U		S	S	U	U	S	S	U	S				
2) Coordinates delivery of health care services for individuals and families		F	F	F		U		S				U		S	S		U	S	S	U	S				
3) Delegates and supervises nursing tasks appropriately		F	F					S				U		S	S			S	S	U	S				
4) Instructs and guides less skilled health care providers		F	F	F	U			F			U	U		S	S	U	U	S	S	U	S				
5) Utilizes resources in a cost-effective manner	F	F	F				S	S	F	S		U	S	S	S			S	S		S				
c. As a member of the discipline of nursing the graduate:	F	F	F	U		F	S	S	F	S		U	S	S	S			S	S		S				
1) Complies with the legal and ethical standards of the nursing profession	F	F	F	U	U	F	F	S/F	F	F	U	U	S	S	S	U		S	S	U	S				
2) Accepts responsibility and accountability for maintaining competence in nursing																									
3) Solves problems related to interpersonal, client care, and organizational issues following the designated chain of command	F	F	F	U		F	S	S	F			U	S	S	S		U	S	S	U	S				

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PROGRAM OUTCOMES MATRIX

Program Outcomes	510-110 Nsg Pharm I	510-111 Nsg Phys Hlth	510-112 Nsg Clin Prac I	801-195 Wrt Com	806-140 Anat & Phys I	809-160 Dev Psyc	510-113 Nsg Psyc Fam Hlth	510-114 Nsg Clin Prac II	510-116 Nsg Pharm II	510-135 Hlth Assess	806-142 Anat & Phys II	809-199 Psyc Hum Rel	510-120 Nsg Pathophys	510-121 Nsg Chro Rehab	510-122 Nsg Clin Prac III	806-122 Microbio	809-197 Cont Amr Soc	510-123 Nsg Clin Prac IV	510-130 Nsg Leadrship	801-196 Oral Intrp Com	510-123				
• Demonstrate problem solving and critical thinking skills	F	F	F		U	U	S	S	F	S	U	U	S	S	S	U		S	S	U	S				
• Values the concept of self-directed lifelong learning and continued professional competence	F	F	F			U	F/S	S	S	F		U	S	S	S		U	S	S		S				
• Demonstrates growth in self-awareness and self-esteem	F	F	F			F	F/S	S	F	S		U	F	S	S		U	S	S	U	S				
• Accepts personal responsibility for physical and mental health	F	F	F		U	F	F	F	F	F	U	U	F	F	F	U	U	S	S		S				
• Integrates caring and respectful behaviors which support sensitivity to diversity in interactions with clients, families, and colleagues	F	F	F			U	F/S	S	F	S		U		S	S			S	S	U	S				
• Demonstrates flexibility in the planning and provision of nursing care in a rapidly changing health care environment		F	F		U	F	F	S			U	U			S	U	U	S	S	U	S				
• Communicates effectively with individuals and groups verbally and in writing	F	F	F	U			S	S	F	S		U	S	S	S			S	S	U	S				
• Works collaboratively with clients and colleagues using effective conflict resolution skills and group dynamics	F	F	F	U		U	F/S	S	F	F		U	S	S	S			S	S	U	S				
• Demonstrates skill in interpersonal relationships and therapeutic communication	F	F	F	U		F		S	F	F		U	F	S	S			S	S	U	S				
• Applies results of nursing research to improve client care and nursing practice skills	F	F	F	U	U			U	F		U	U	F	S	F	U	U	S	S		S				
• Values community involvement in activities which influence current social, political, environmental, or economic issues	F	F	F			F	F/S	S	S			U	F	S	S		U	S	S	U	S				

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PROGRAM OUTCOMES MATRIX

Program Outcomes	Program Courses																							
	510-110 Nsg Phar I	510-111 Nsg Phys Nds	510-112 Nsg Clin Prac I	801-195 Wrt Com	806-140 Anat & Phys I	809-160 Dev Psyc	510-113 Nsg Psyc Fam Hlth	510-114 Nsg Clin Prac II	510-116 Nsg Phar II	510-135 Hlth Asse s	806-142 Anat & Phys II	809-199 Psyc Hum Rel	510-120 Nsg Path o phys	510-121 Nsg Chro Reha b	510-122 Nsg Clin Prac III	806-122 Micr obio	809-197 Cont Amr Soc	510-123 Nsg Clin Prac IV	510-130 Nsg Lead rship	801-196 Oral Intrp Com					
▸ Possesses the knowledge necessary to be successful in the national NC LEX-RN examination																								

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ASSOCIATE DEGREE NURSING

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (3 points)
S - Secondary Relationship (2 points)
O - Not Directly Related (0 points)

Program Outcomes	*Core Abilities*							
	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
♦ Applies and synthesizes knowledge from the physical, behavioral, and nursing sciences to analyze and formulate decisions as a foundation for providing nursing care to clients across the life span.								
♦ Recognizes the concept of adaptation as a framework to identify and meet human needs.								
♦ Practicing the role of PROVIDER OF CARE uses the nursing process as a basis for decisions to establish and analyze a database.								
♦ Practicing the role of PROVIDER OF CARE uses the nursing process as a basis for decisions to identify client health care needs.								
♦ Practicing the role of PROVIDER OF CARE uses the nursing process as a basis for decisions to select nursing diagnoses.								
♦ Practicing the role of PROVIDER OF CARE uses the nursing process as a basis for decisions to set client-centered goals.								
♦ Practicing the role of PROVIDER OF CARE uses the nursing process as a basis for decisions to plan and implement care to achieve the goals.								
♦ Practicing the role of PROVIDER OF CARE uses the nursing process as a basis for decisions to evaluate client outcomes.								
♦ Practicing in the role of MANAGER OF CARE, acts as a client advocate.								
♦ Practicing in the role of MANAGER OF CARE, prioritizes care for groups of clients.								

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INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes / *Core Abilities*	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
♦ Practicing in the role of MANAGER OF CARE, delegates some aspects of care and directs others.								
♦ Practicing in the role of MANAGER OF CARE, is accountable for own care and care delegated to others and for knowing the legal parameters of roles and responsibilities.								
♦ Practicing in the role of MANAGER OF CARE, knows when to seek assistance.								
♦ Practicing in the role of MANAGER OF CARE, uses time and resources effectively.								
♦ Practicing in the role of MANAGER OF CARE, promotes an environment that fosters team cooperation/relationships.								
♦ Practicing in the role of MANAGER OF CARE, interacts with clients and colleagues using effective resolution skills and group dynamics.								
♦ Practicing in the role of MANAGER OF CARE, demonstrates skill in interpersonal relationships and therapeutic communication.								
♦ Practicing in the role of MANAGER OF CARE, provides for continuity of care.								
♦ Practicing in the role of MANAGER OF CARE, utilizes appropriate channels of communication.								
♦ Practicing in the role of MEMBER OF THE DISCIPLINE OF NURSING, practices within the ethical and legal framework of nursing.								
♦ Practicing in the role of MEMBER OF THE DISCIPLINE OF NURSING, maintains confidentiality of information regarding clients.								

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INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes \ *Core Abilities*	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
♦ Practicing in the role of MEMBER OF THE DISCIPLINE OF NURSING, uses resources for continuing learning and self-development.								
♦ Practicing in the role of MEMBER OF THE DISCIPLINE OF NURSING, values nursing as a career and values own practice.								
♦ Practicing in the role of MEMBER OF THE DISCIPLINE OF NURSING, demonstrates awareness of political, economic and societal forces affecting practice.								
♦ Practicing in the role of MEMBER OF THE DISCIPLINE OF NURSING, reports concerns regarding quality of care to the appropriate person.								
♦ Practicing in the role of MEMBER OF THE DISCIPLINE OF NURSING, recognizes importance of nursing research in advancing nursing practice.								
♦ Practicing in the role of MEMBER OF THE DISCIPLINE OF NURSING, communicates truthfully verbally and in writing the client's behavior and responses to interventions.								
♦ Practicing in the role of MEMBER OF THE DISCIPLINE OF NURSING, supports peers and other workers in the delivery of client care.								
♦ Develops a system of values and ethical standards.								
♦ Demonstrates growth in self-awareness and self-esteem.								
♦ Views self-empowerment as a method to produce behavioral change in self and client.								

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INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

Program Outcomes	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
♦ Applies systematic use of thinking for decision making.								
♦ Demonstrates functional literacy in mathematical skills.								
Core Abilities P - Primary Relationship (5 points) S - Secondary Relationship (3 points) O - Not Directly Related (0 points)								
♦ Accepts personal responsibility for own physical and mental health.								
♦ Integrates caring and respectful behaviors which support sensitivity to diversity of populations.								
♦ Demonstrates flexibility in the planning and provision of care in a rapidly changing health care environment.								

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ASSOCIATE DEGREE NURSING

PROGRAM OUTCOMES MATRIX

Program Courses

Core Abilities	510-110 Nsg Phar I	510-111 Nsg Phys Ndx	510-112 Nsg Clin Prac I	801-195 Wrt Com	806-140 Anat & Phys I	809-160 Dev Psyc	510-113 Nsg Psyc Fam Hlth	510-114 Nsg Clin Prac II	510-116 Nsg Phar II	510-135 Hlth Asse s	806-142 Anat & Phys II	809-199 Psyc Hum Rel	510-120 Nsg Path o phys	510-121 Nsg Chro Reha b	510-122 Nsg Clin Prac III	806-122 Micr obio	809-197 Cont Amr Soc	510-123 Nsg Clin Prac IV	510-130 Nsg Lead rship	801-196 Oral Intrp Com					
❶ Educational Program Competence																									
❷ Solid Foundation Skills																									
❸ Effective Communications																									
❹ Critical Thinking Skills																									
❺ Self-Directed Inquiry & Growth																									
❻ Self Awareness & Esteem																									
❼ Community Commitment																									
❽ Global Awareness & Sensitivity																									

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PROGRAM OUTCOMES MATRIX

Core Abilities	*Program Courses*																							
♦ Applies and synthesizes knowledge from the physical, behavioral, and nursing sciences to analyze and formulate decisions as a foundation for providing nursing care to clients across the life span.																								
♦ Recognizes the concept of adaptation as a framework to identify and meet human needs.																								
♦ Practicing the role of **PROVIDER OF CARE** uses the nursing process as a basis for decisions to establish and analyze a database.																								
♦ Practicing the role of **PROVIDER OF CARE** uses the nursing process as a basis for decisions to identify client health care needs.																								
♦ Practicing the role of **PROVIDER OF CARE** uses the nursing process as a basis for decisions to select nursing diagnoses.																								
♦ Practicing the role of **PROVIDER OF CARE** uses the nursing process as a basis for decisions to set client-centered goals.																								
♦ Practicing the role of **PROVIDER OF CARE** uses the nursing process as a basis for decisions to plan and implement care to achieve the goals.																								
♦ Practicing the role of **PROVIDER OF CARE** uses the nursing process as a basis for decisions to evaluate client outcomes.																								
♦ Practicing in the role of **MANAGER OF CARE**, acts as a client advocate.																								
♦ Practicing in the role of **MANAGER OF CARE**, prioritizes care for groups of clients.																								

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PROGRAM OUTCOMES MATRIX

Core Abilities																									
♦ Practicing in the role of **MANAGER OF CARE**, delegates some aspects of care and directs others.																									
♦ Practicing in the role of **MANAGER OF CARE**, is accountable for own care and care delegated to others and for knowing the legal parameters of roles and responsibilities.																									
♦ Practicing in the role of **MANAGER OF CARE**, knows when to seek assistance.																									
♦ Practicing in the role of **MANAGER OF CARE**, uses time and resources effectively.																									
♦ Practicing in the role of **MANAGER OF CARE**, promotes an environment that fosters team cooperation/relationships.																									
♦ Practicing in the role of **MANAGER OF CARE**, interacts with clients and colleagues using effective resolution skills and group dynamics.																									
♦ Practicing in the role of **MANAGER OF CARE**, demonstrates skill in interpersonal relationships and therapeutic communication.																									
♦ Practicing in the role of **MANAGER OF CARE**, provides for continuity of care.																									
♦ Practicing in the role of **MANAGER OF CARE**, utilizes appropriate channels of communication.																									
♦ Practicing in the role of **MEMBER OF THE DISCIPLINE OF NURSING**, practices within the ethical and legal framework of nursing.																									
♦ Practicing in the role of **MEMBER OF THE DISCIPLINE OF NURSING**, maintains confidentiality of information regarding clients.																									
♦ Practicing in the role of **MEMBER OF THE DISCIPLINE OF NURSING**, uses resources for continuing learning and self-development.																									

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PROGRAM OUTCOMES MATRIX

Core Abilities																								
♦ Practicing in the role of **MEMBER OF THE DISCIPLINE OF NURSING**, values nursing as a career and values own practice.																								
♦ Practicing in the role of **MEMBER OF THE DISCIPLINE OF NURSING**, demonstrates awareness of political, economic and societal forces affecting practice.																								
♦ Practicing in the role of **MEMBER OF THE DISCIPLINE OF NURSING**, reports concerns regarding quality of care to the appropriate person.																								
♦ Practicing in the role of **MEMBER OF THE DISCIPLINE OF NURSING**, recognizes importance of nursing research in advancing nursing practice.																								
♦ Practicing in the role of **MEMBER OF THE DISCIPLINE OF NURSING**, communicates truthfully verbally and in writing the client's behavior and responses to interventions.																								
♦ Practicing in the role of **MEMBER OF THE DISCIPLINE OF NURSING**, supports peers and other workers in the delivery of client care.																								
♦ Develops a system of values and ethical standards.																								
♦ Demonstrates growth in self-awareness and self-esteem.																								
♦ Views self-empowerment as a method to produce behavioral change in self and client.																								
♦ Applies systematic use of thinking for decision making.																								
♦ Demonstrates functional literacy in mathematical skills.																								

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PROGRAM OUTCOMES MATRIX																										
Core Abilities																										
♦ Accepts personal responsibility for own physical and mental health.																										
♦ Integrates caring and respectful behaviors which support sensitivity to diversity of populations.																										
♦ Demonstrates flexibility in the planning and provision of care in a rapidly changing health care environment.																										

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POLICE SCIENCE

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes / Core Abilities	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
• Identify the various law enforcement agencies of municipal, county, state, and federal levels and explain their functions.	5	3	3	0	0	3	5	3
• Demonstrate an understanding of the criminal trial process.	5	5	0	3	3	3	0	0
• Apply the philosophy of traffic enforcement in highway safety strategies.	5	3	0	0	0	3	0	0
• Recognize strategic points where important decisions about juveniles are made.	5	5	3	3	5	3	0	0
• Command the legal terminology that law enforcement officers must use in the law enforcement process.	5	5	5	5	5	5	0	0
• Apply the Constitutional limitations and laws of the federal and state governments which apply to the search and seizure of evidence.	5	5	5	5	5	5	0	5
• Comprehend the Constitutional principles and statutory authority concerning the powers of arrest.	5	5	5	5	5	5	0	5
• Understand the legal structure within the criminal justice system and identify the various legal procedures necessary for efficient operation of a court system.	5	0	5	5	5	5	0	5
• Describe the leading principles of organization and administration of the modern law enforcement agency.	5	3	3	3	3	3	0	0
• Demonstrate an understanding of theory, law, policy, and practice as it relates to juvenile delinquency and deviant behavior.	5	5	5	5	5	5	0	3
• Write effective reports.	5	5	5	5	3	3	0	0
• Conduct proper interviews and interrogations.	5	5	5	3	3	3	0	0
• Conduct preliminary crime scene investigations.	5	5	5	3	3	3	0	0
• Demonstrate skills and attitudes that reflect understanding of diversity within communities.	5	5	5	5	3	3	5	5
•								
TOTAL:	70	59	54	50	48	52	10	26

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POLICE SCIENCE

PROGRAM OUTCOMES MATRIX

Program Courses

Core Abilities	504-101 Intro Law Enfor	504-134 Juv Proc	504-153 Traf Law	801-195 Wrt Com	804-156 Math Pol Sci	504-121 Crim Law	504-125 Crim Proc	504-145 Rule of Evid	809-197 Cont Amr Soc	809-199 Psyc Hum Rel	504-109 Crts & Juris	504-133 Juv Del/ Dev Beh	504-141 Pol Org & Adm	806-170 Phys Pol Sci	504-113 Crim Invst I	504-129 Inter view Tech	504-137 Pol Com Rel	801-155 Pol Tech Rpt	809-195 Econ	801-196 Oral-Inter Com					
● Educational Program Competence	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F						
● Solid Foundation Skills	F	F	S	F	F	S	S	S		F/S	S	F	S	F	S	S	S	F	F						
● Effective Communications	F	S	S	F		S	S	S		S	S	S	S		S	S	S	F	F						
● Critical Thinking Skills	F	S	S	F	F	S	S	S		F	S	F/S	S	F	S	S	S	F	F						
● Self-Directed Inquiry & Growth	F	S	S	F		S	S	S		F	S	F	S	F	S	S	S	S							
● Self Awareness & Esteem	F	S	S	F/S	F	S	S	S		F	S	F	S	S	S	S	S	F							
● Community Commitment	F	S	S			S	S	S		F	S	F	S		S	S	S	S	F						
● Global Awareness & Sensitivity	F	S	S			S	S	S		F	S	F/S	S		S	S	S	S	F						
Program Outcomes																									
▸ Identify the various law enforcement agencies of municipal, county, state, and federal levels and explain their functions.	F		F			F/S	F/S	F/S				S	S		S		S								
▸ Demonstrate an understanding of the criminal trial process.	F	F				F/S	F/S	F/S			S	F			S										
▸ Apply the philosophy of traffic enforcement in highway safety strategies.	F		F/S			F					S			S	S		S								
▸ Recognize strategic points where important decisions about juveniles are made.	F	F				F/S	F/S	S			S	F			S	S	S								
▸ Command the legal terminology that law enforcement officers must use in the law enforcement process.	F	F	F/S			F/S	F/S	F/S			S	S	S		S	S	S	S							

PROGRAM OUTCOMES MATRIX

Program Courses

Program Outcomes, continued	504-101 Intro Law Enfor	504-134 Juv Proc	504-153 Trial Law	801-195 Wrt Com	804-156 Math Pol Sci	504-121 Crim Law	504-125 Crim Proc	504-145 Rule of Evid	809-197 Cont Amr Soc	809-199 Psyc Hum Rel	504-109 Crts & Juris	504-133 Juv Del/ Dev Beh	504-141 Pol Org & Adm	806-170 Phys Pol Sci	504-113 Crim Invst I	504-129 Inter view Tech	504-137 Pol Com Rel	801-155 Pol Tech Rpt	809-195 Econ						
• Apply the Contstitutional limitations and laws of the federal and state governments which apply to the search and seizure of evidence.	F	F	S			S	S	S			S				S	S		S							
• Comprehend the Constitutional principles and statutory authority concerning the powers of arrest.	F	F	S			S	S	S							S	S	S								
• Understand the legal structure within the criminal justice system and identify the various legal procedures necessary for efficient operation of a court system.	F		S			S	S	S			F		S		S	S	S								
• Describe the leading principles of organization and administration of the modern law enforcement agency.	F	S									S		F				S								
• Demonstrate an understanding of theory, law, policy, and practice as it relates to juvenile delinquency and deviant behavior.	F	F				S	S	S				F	S		S	S	S								
• Write effective reports.	F		F	F	F	F	F	S				S		S	S	S		F							
• Conduct proper interviews and interrogations.	F	F		S		S	S	S		F		S			S	S		S							
• Conduct preliminary crime scene investigations.	F		S	S	F	S	S	S			S			F	S	S		S							
• Demonstrate skills and attitudes that reflect understanding of diversity within communities.	F	S	S	S		S	S	S		F/S	S	S	S		S	S	S	S	F						

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OFFICE ASSISTANT

INSTITUTIONAL OUTCOMES MATRIX: Relationship to Program Outcomes

P - Primary Relationship (5 points)
S - Secondary Relationship (3 points)
O - Not Directly Related (0 points)

Program Outcomes / Core Abilities	Educational Program Competence	Solid Foundation Skills	Effective Communications	Critical Thinking Skills	Self-Directed Inquiry and Growth	Self Awareness and Esteem	Community Commitment	Global Awareness and Sensitivity
• Process business-related written communications.	5	5	5	5	3	5	3	3
• Demonstrate effective oral communication with individuals and groups in a business environment.	5	5	5	5	3	5	3	3
• Identify and solve routine office-related problems.	5	5	5	5	3	5	3	3
• Demonstrate positive human relations skills in the office.	5	5	5	5	3	5	3	3
• Demonstrate excellence in work ethics in the office environment.	5	5	5	5	3	3	3	3
• Demonstrate basic skills in filing, software applications, keyboarding, calculations, transcription, and accounting applications.	5	5	5	5	3	5	3	3
• Use basic technology to complete office-related activities.	5	5	5	5	3	5	3	3
• Exhibit commitment to customer satisfaction.	5	5	5	5	5	5	3	3
•								
	40	40	40	40	26	38	24	24

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OFFICE ASSISTANT

PROGRAM OUTCOMES MATRIX

Program Courses																											
Core Abilities	101-304 App Acct	103-113 WP Beg Win	103-114 WP Intro Win	105-301 Appl Bus Math	106-118 Key Skil Bldg	106-300 Key Beg	106-310 Elect Calc	106-315 Offic Aut	801-304 Appl Com Wrtg	106-306 Key Int	106-320 Data Entry	106-340 Ofc Proc	106-344 Elect Filing	106-350 Tran scrpt Basic	106-352 Prof Dev	801-305 Appl Com L/S	809-348 Psyco f Liv										
● Educational Program Competence																											
● Solid Foundation Skills																											
● Effective Communications																											
● Critical Thinking Skills																											
● Self-Directed Inquiry & Growth																											
● Self Awareness & Esteem																											
● Community Commitment																											
● Global Awareness & Sensitivity																											
Program Outcomes																											
▸ Process business-related written communications.																											
▸ Demonstrate effective oral communication with individuals and groups in a business environment.																											
▸ Identify and solve routine office-related problems.																											
▸ Demonstrate positive human relations skills in the office.																											
▸ Demonstrate excellence in work ethics in the office environment.																											
Program Courses																											

PROGRAM OUTCOMES MATRIX

Core Abilities	101-304 App Acct	103-113 WP Beg Win	103-114 WP Intro Win	105-301 Appl Bus Math	106-118 Key Skil Bldg	106-300 Key Beg	106-310 Elect Calc	106-315 Offic Aut	801-304 Appl Com Wrtg	106-306 Key Int	106-320 Data Entry	106-340 Olc Proc	106-344 Elect Filing	106-350 Tran scrpt Basic	106-352 Prof Dev	801-305 Appl Com L/S	809-348 Psyco l Liv								
▸ Demonstrate basic skills in filing, software applications, keyboarding, calculations, transcription, and accounting applications.																									
▸ Use basic technology to complete office-related activities.																									

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